

THE IMPACT OF ENTREPRENEURSHIP EDUCATIONS ON
ENTREPRENEURIAL CAPACITY AND SELF-EMPLOYMENT

MUDASHIR GAFAR OLAIYA

HP110079

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DEDICATION

This thesis is dedicated to my beloved family, in loving memory of my late father and beloved mother for her prayers. The thesis is also dedicated to my dearly loving wife and children for their prayers, sacrifices, patience and most of all understanding throughout this academic journey.



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ABSTRACT

Real Estate Management (REM) practice is being increasingly challenged, as a result of the economic recession, encroachment of quacks and allied professionals as well as the technological revolution of the contemporary knowledge-based economy. This implies that conformist approach to the REM training might not be enough to guarantee REM students employment prospect. More so, the issue of graduates' employability in the job market is becoming more competitive in Malaysia. However, entrepreneurship education (EE) introduced in the Malaysian Higher learning institutions with the intention of boosting the employability of the graduates. In spite of the above initiative, impact assessment of the EE is still ambiguous, particularly, in the REM discipline. Hence, an absence of a common assessment framework to evaluate diverse EEs registered in the literature. Therefore, the research aimed to assess perception of the REM students on the impact of entrepreneurship education on the entrepreneurial capacity and self-employment intention and to propose an Objective-based Entrepreneurship Education Assessment Model (OBEEAM). The research employed quantitative research approach and ex-post research design. Hence, purposive sample technique applied to collect data on the sample size of 437 REM students through a cross-sectional survey in the four Malaysian public universities. SPSS 22.0 and Structural Equation Modeling tools of analysis were used to analyse, data collected, proposed OBEEAM and test of the nine research hypotheses empirically. The findings indicated a positive impact of entrepreneurship education on the perception of REM students' entrepreneurial capacity and self-employment intention as a career option. Despite, the skills of creativity and innovation in the idea development, risk taking proficiency and practical workshop practice were somewhat weak. Therefore, the need for more practical initiative exercises such as extended entrepreneurship teaching in the core courses and across the years of REM programmes recommended. This could provide the innovation required for the development of dynamic future real estate-entrepreneurs in Malaysia. The research's novelty is the proposed multidirectional OBEEAM that had integrated the core values and drivers of entrepreneurship teaching and self-employment intention; it could be adopted, adapted and implemented for the assessment of EEs in any academic field of studies.

ABSTRAK

Cabaran terhadap pelaksanaan Pengurusan Harta Tanah (*Real Estate Management*) (REM) kian meningkat kesan dari kemelesetan ekonomi, pencerobohan penyamar professional bersekutu dan revolusi teknologi terhadap ekonomi kontemporari berasaskan pengetahuan. Hal ini menunjukkan pendekatan sedia ada terhadap latihan REM tidak menjamin prospek kerjaya graduan REM. Tambahan pula peluang kerjaya graduan dalam dunia pekerjaan menjadi semakin sengit di Malaysia. Walaubagaimanapun, Pendidikan Keusahawanan (*Entrepreneurship Education*) (EE) diperkenalkan dalam institute pengajaran Malaysia bertujuan untuk meningkatkan peluang pekerjaan graduan. Berikutan inisiatif ini, penilaian kesan EE masih tidak jelas khususnya dalam bidang REM. Ketiadaan penilaian kerangka asas untuk menilai kepelbagaian EE diterangkan dalam kajian literatur. Dengan itu, kajian ini bertujuan menilai persepsi siswazah REM mengenai kesan pendidikan keusahawanan terhadap kapasiti keusahawanan dan niat berkerja sendiri bertujuan menghasilkan Model Penilaian Pendidikan Keusahawanan Berobjektif (*Objective-based Entrepreneurship Education Assessment Model*) (OBEEAM). Kaedah kuantitatif dan *ex-post* digunakan. Kajian *cross-sectional* dilaksanakan terhadap 437 orang siswazah dalam jurusan REM di 4 buah universiti awam di Malaysia. SPSS 22.0 dan *structural equation modeling* digunakan untuk menganalisis data serta memperkenalkan OBEEAM dan ujian sembilan hipotesis kajian secara empirik. Hasil kajian menunjukkan kesan positif EE terhadap persepsi siswazah REM tentang kapasiti keusahawanan dan niat bekerja sendiri sebagai pilihan kerjaya walau bagaimanapun, kemahiran kreativiti dan inovasi dalam pembangunan idea, kemahiran mengambil risiko dan amalan praktikal bengkel adalah agak lemah. Oleh itu, keperluan latihan inisiatif praktikal seperti pembangunan lanjutan pengajaran keusahawanan dalam kursus teras program REM dicadangkan. Ini akan menyediakan inovasi bagi pembangunan dinamik usahawan hartanah di Malaysia pada masa hadapan. Penemuan baru dalam kajian ini ialah cadangan berbilang arah OBEEAM yang mengintegrasikan nilai asas dan panduan pengajaran keusahawanan dan niat bekerja sendiri; ia boleh diguna pakai, disesuaikan dan dilaksanakan untuk penilaian EE dalam semua bidang akademik.

CONTENTS

DECLARATION OF THESIS STATUS	i
EXAMINERS' DECLARATION	ii
TITLE	iii
STUDENT'S DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
ABSTRAK	viii
CONTENTS	ix
LIST OF TABLES	xvii
LIST OF FIGURES	xxii
LIST OF ABBREVIATIONS	xxiv
LIST OF APPENDICES	xxvi
 CHAPTER 1 INTRODUCTION TO THE RESEARCH	
1.1 Introduction	1
1.2 Background of the Research	1
1.3 Statement of the Research Problem	7
1.4 Research Questions	12
1.5 Research Aims and Objectives	13
1.6 Scope of the Research	14
1.7 Significance of the Research	14
1.8 Research Methodology	16
1.9 Definition of Terms	17
1.11 Organisation of the Thesis	19
1.12 Structure of the Thesis	20
1.13 Summary and Links	20

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	21
2.2	Definitions of Entrepreneurship and Entrepreneur	21
2.2.1	Definition of Entrepreneurship Education	24
2.2.2	Definition of Entrepreneurial Capacity	24
2.2.3	Definition of Self-employment Intention	25
2.2.4	Concept of Entrepreneurship Intention	26
2.3	Process of Entrepreneurship Education	27
2.4	Important of Entrepreneurship Education	31
2.5	Models of Entrepreneurship Education	33
2.6	Issues and Challenges in Entrepreneurship Education	35
2.6.1	Aims and Objectives for Entrepreneurship Education	39
2.6.2	Course Content for Entrepreneurship Education	41
2.6.3	Teaching Methods for Entrepreneurship Education	43
2.6.4	Course Assessment Methods for Entrepreneurship Education	46
2.6.5	Complexity of Learning Process in Entrepreneurship Education	48
2.7	Summary and Links	50

CHAPTER 3 DEVELOPMENT OF ENTREPRENEURSHIP IN MALAYSIA

3.1	Introduction	51
3.2	Historical Development of Entrepreneurship in Malaysia	51
3.3	Development of Entrepreneurship education and Economic Policy in Malaysia	55
3.3.1	Integration of entrepreneurship education in the Malaysian HLIs	57
3.4	Past Researches on Entrepreneurship Education in Malaysia	59
3.5	Entrepreneurship Education's Impact Assessment	62

3.5.1	Concept of Entrepreneurship Education's Impact Assessment	62
3.6	Past Assessment Model for Entrepreneurship Education's Impact	64
3.6.1	Vesper and Gartner's Assessment Criteria Model	64
3.6.2	Assessment Model of Entrepreneurship Opportunity Pursuit	65
3.6.3	Fayolle's Assessment Level Model of Entrepreneurship Education	66
3.6.4	Fayolle's Theory of Planned Behaviour Assessment Model	67
3.7	Current Debate on Entrepreneurship Education Assessment	69
3.7.1	Gaps from the Past Impact Studies on Entrepreneurship Education	70
3.8	Entrepreneurial Capacity (Skills and Competence)	72
3.8.1	Concept of Entrepreneurial Capacity	72
3.9	Students' Self-Employment Intention	76
3.9.1	Concept of Self-Employment Intention	76
3.10	Past Research on Entrepreneurship Education and Self-employment Intention Outcome	78
3.11	An Overview of Real estate Management Profession	84
3.11.1	Real Estate Management Education in Malaysia	86
3.11.2	Current Challenges in the REM Profession	88
3.11.3	Importance of Entrepreneurship in REM Education	89
3.11.4	Connection and Disconnection between Real Estate Management and Entrepreneurship Education	91
3.12	Professional-Based Approach to Entrepreneurship Education	93
3.13	Development of Theoretical Framework and Hypothesis of the Research	96
3.13.1	Entrepreneurial Event Model	98
3.13.2	Theory of Planned Behaviour (TPB)	100

3.13.2.1	Relevance of Theory of Planned Behaviour (TPB)	102
3.14	The Proposed Research Theoretical Assessment Model	104
3.14.1	Discussion on the Research Theoretical Assessment Framework	106
3.14.2	Research Hypotheses	109
3.14.2.1	Entrepreneurship Education	109
3.14.2.2	Entrepreneurial Capacity	111
3.14.2.3	Self-Employment Intention	112
3.15	Summary and Links	114

CHAPTER 4 RESEARCH METHODOLOGY

4.1	Introduction	116
4.2	Research Philosophy	117
4.2.1	Positivism Research Approach	117
4.2.2	Interpretivism (Phenomenological) Research Approach	118
4.2.3	Justification for Positivism Research Approach	119
4.3	An overview of Research Design	121
4.4	Choice of Research Approach: Quantitative or Qualitative Research?	122
4.5	Choice of Research Strategy	124
4.5.1	Survey-Based Research	124
4.6	Research Population	125
4.6.1	Research Sample Selection	125
4.6.2	Research Sample Frame	126
4.6.3	Research Sample Size	127
4.6.4	Research Sampling Procedure	128
4.7	Research Questionnaire	128
4.7.1	Questionnaire Scales of Measurement Development	129
4.7.2	Questionnaire Structure	130
4.7.3	Variables in Questionnaire	131
4.7.3.1	Entrepreneurship Education	131
4.7.3.2	Course Content	131

4.7.3.3	Teaching Methods	132
4.7.3.4	Assessment Methods	132
4.7.3.5	Entrepreneurial Capacity	132
4.7.3.6	Attitude to Business Reality	133
4.7.3.7	Perceived Value Creation	133
4.7.3.8	Subjective Norms	134
4.7.3.9	Self-employment Intention	134
4.7.3.10	Demographic Variable	135
4.7.4	Questionnaire Pre-Test	135
4.7.5	Research Pilot Study	136
4.8	Research Data Collection Procedure	136
4.9	Statistical Analysis	137
4.9.1	Statistical Package for Social Sciences (SPSS-IBM)	137
4.9.2	Analysis of Moment Structure (AMOS)	140
4.9.3	Analysis of Moment Structure (AMOS) using Structural Equation Modelling (SEM)	140
4.9.3.1	Validity Test	142
4.9.3.2	Structural Equation Modelling Structural Procedure	143
4.10	Summary and Link	145

CHAPTER 5 DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSION

5.1	Introduction	146
5.2	Data Analysis Process	147
5.3	Demographic of Respondents	147
5.4	Descriptive Analysis	151
5.4.1	Entrepreneurship Education	151
5.4.2	Course Content	153
5.4.3	Teaching Methods	155
5.4.4	Assessment Methods	158
5.4.5	Entrepreneurial Capacity	160
5.4.6	Attitude to business Reality	161

5.4.7	Perceived Value Creation	163
5.4.8	Subjective Norms	164
5.4.9	Self-Employment Intention	166
5.5	Multivariate Data Analysis	169
5.6	Outliers	169
5.7	Multicollinearity and Singularity	170
5.8	Exploratory Factor Analysis (EFA)	171
5.9	Confirmatory Factor Analysis (CFA)	173
5.9.1	Entrepreneurship Education Measurement Model	175
5.9.2	Measurement Model for Course Content	177
5.9.3	Measurement Model for Teaching Methods	179
5.9.4	Measurement Model for Assessment Methods	181
5.9.5	Measurement Model for Entrepreneurial Capacity	183
5.9.6	Attitude to Business Reality's Measurement Model	185
5.9.7	Measurement Model for Perceived Value Creation	187
5.9.8	Measurement Model for Subjective Norms	189
5.9.9	Measurement Model for Self-Employment Intention	191
5.10	The Assessment of Reliability Analysis for the Constructs	193
5.11	The Validity Analyses for the Entire Constructs	194
5.11.1	Convergent validity analysis	194
5.11.2	Discriminant validity analysis	195
5.12	Multicollinearity Evaluation for the Constructs	197
5.13	Analysis for Structural Equation Modelling	198
5.14	Analysis for Mediator in the Research Assessment Model	205
5.15	Discussion on the Research Findings based on the Set Objectives	206
5.15.1	Research Objective 1	207
5.15.2	Research Objective 2	209
5.15.2.1	Hypothesis 1	210
5.15.2.2	Hypothesis 1a	211
5.15.2.3	Hypothesis 1b	212

5.15.2.4	Hypothesis 1c	213
5.15.3	Research Objective 3	215
5.15.3.1	Hypothesis 2	216
5.15.3.2	Hypothesis 2a	217
5.15.3.3	Hypothesis 2b	218
5.15.3.4	Hypothesis 2c	219
5.15.4	Research Objective 4	220
5.15.4.4	Hypothesis 3	221
5.15.5	Research Objective 5	222
5.15.6	Research Objective 6	224
5.16	Summary and Link	225

CHAPTER 6 RESEARCH SUMMARY, RECOMMENDATION AND CONCLUSION

6.1	Introduction	226
6.2	An overview of the research	226
6.3	Summary of the Research Findings	228
6.3.1	Research Question 1 (Obj. 1)	228
6.3.2	Research Question 2 (Obj. 2)	230
6.3.3	Research Question 3 (Obj. 3)	232
6.3.4	Research Question 4 (Obj. 4)	234
6.3.5	Research Question 5 (Obj. 5)	235
6.3.6	Research Question 6 (Obj. 6)	236
6.4	Synopsis and Contribution of Objective-Based Entrepreneurship Education Assessment Model (OBEEAM)	244
6.5	The Contributions of the Research	246
6.5.1	The Theoretical Contributions of the Research	247
6.5.2	The Practical Contributions of the Research	248
6.5.3	Professional Contributions of the Research	249
6.5.4	Policy Contributions of the Research	250
6.6	The Limitations of the Research	251

6.7	Areas of Recommendations for Future Research	252
6.8	Overall Conclusion	253
	REFERENCES	254
	APPENDIX A	a
	APPENDIX B	b
	APPENDIX C	c
	VITA	d



LIST OF TABLES

1.1	Percentage Distribution of Employed Graduates in Different Industries in Malaysia	5
1.2	Selected list of public universities in Malaysia for the research	14
2.1	Trends of entrepreneurship taxonomy	23
2.2	Hynes' process model of entrepreneurship education	29
2.3	Challenges in Entrepreneurship Education	37
2.4	Various Course Content of Entrepreneurship Education	41
2.5	Entrepreneurship Teaching Process	44
2.6	Different between Traditional and Entrepreneurial Teaching Methodological Approaches	45
2.7	Entrepreneurship Education Learning Process	49
2.8	Strength and Weakness of Vesper's Model	64
3.1	List of Entrepreneurship Education's Facilities	58
3.2	Strength and Weakness of Vesper's Model	65
3.3	Assessment Levels of Entrepreneurship Education	67
3.4	Pro and cons of Fayolle's theory of planned behaviour's model	68
3.5	Entrepreneurial Capacities Components (European Commission	75
3.6	Authors' Contribution to the Entrepreneurship Self-employment Intention	78
3.7	Notable contributors to the impact assessment of entrepreneurship	82
3.8	Connection and disconnection of REM professional standards and entrepreneurial quality to practice	92
3.9	List of Research Hypotheses	114
4.1	Research Philosophy Paradigms	118
4.2	Characteristic Purpose of Qualitative and Quantitative research	123

4.3	Scale of items used and sources of adoption for this research	129
4.4	Research's Scale of Items	130
4.5	Percentage Distribution of the Questionnaires	136
4.6	Research Constructs' Reliability Test	139
4.7	Research Constructs' Normality Test	139
4.8	Scale of interpretation measurement	140
4.9	Category of Goodness-of-fit index and level of acceptance	144
5.1	Respondents' in selected universities	148
5.2	Respondents' Gender	148
5.3	Respondents' Ethnicity	149
5.4	Students' Entrepreneurship Education Participation and Work Experience	150
5.5	Perception on Entrepreneurship Education' Objective	152
5.5a	Corrected Item-Total Correlation for EE's Objectives Scale	153
5.6	Perception on the Course Content Scale	154
5.6a	Corrected Item-Total Correlation for Course Content Scale	155
5.7	Perception on the Teaching Methods Scale	156
5.7a	Corrected Item-Total Correlation for Teaching Methods Scale	157
5.8	Perception on the Assessment Methods Scale	158
5.8a	Corrected Item-Total Correlation for Assessment Methods Scale	159
5.9	Perception on Entrepreneurial Capacity Scale	160
5.9a	Corrected Item-Total Correlation for Attitude to Business Reality Scale	162
5.10	Perception on Attitude to Business Reality Scale	162
5.10a	Corrected Item-Total Correlation for Attitude to Business Reality Scale	162
5.11	Perception on Value Creation Scale	163
5.11a	Corrected Item-Total Correlation for Perceived value Creation Scale	164
5.12	Perception of Subjective Norms Scale	165
5.12a	Corrected Item-Total Correlation for Subjective Norms Scale	165

5.13	Perception on Self-Employment Intention Scale	166
5.13a	Corrected Item-Total Correlation for Self-Employment Intention Scale	168
5.13b	Multicollinearity Test of the Research Variables	170
5.13c	Exploratory Factor Analysis for the Research Constructs	171
5.13d	KMO and Bartlett's Test	172
5.13e	Goodness-of-fit Index and Level of Acceptance	174
5.14	Initial Measurement Model for Entrepreneurship Education	176
5.14a	Final Measurement Model for Entrepreneurship Education	177
5.15	Initial Measurement Model for Course Content	178
5.15a	Final Measurement Model for Course Content	179
5.16	Initial Measurement Model for Teaching Methods	180
5.16a	Final Measurement Model for Teaching Methods	181
5.17	Initial Measurement Model for Assessment Methods	182
5.17a	Final Measurement Model for Assessment Methods	183
5.18	Initial Measurement Model for Entrepreneurial Capacity	184
5.18a	Final Measurement Model for Entrepreneurial Capacity	185
5.19	Initial Measurement Model for Attitude to Business Reality	186
5.19a	Final Measurement Model for Attitude to Business Reality	187
5.20	Initial Measurement Model for Perceived Value Creation	188
5.20a	Final Measurement Model for Perceived Value Creation	189
5.21	Initial Measurement Model for Subjective Norms	190
5.21a	Final Measurement Model for Subjective Norms	191
5.22	Initial Measurement Model for Self-Employment Intention	192
5.22a	Final Measurement Model for Self-Employment Intention	193
5.23	Research Constructs' Unidimensionality and Reliability Scores	194
5.24	Convergent Validity of Research Constructs	195
5.25	Correlation Matrix for the Entire Research Constructs	198
5.26	Goodness-of-fit Indices for First, Second and Final Structural Measurement Model	203
5.27	The Standardized Regression Weights and Its Significance for the Entire Path in the OBEEAM	204

5.28	The Summary of the Tested Hypotheses in this Research	204
6.1	REM Core Courses, Entrepreneurship Education and Improvements for Entrepreneurial Reorientation	229
6.2	Students' Suggestions on the Entrepreneurship Teaching in REM Programmes in the Malaysian Public Universities	237
6.3	Improvement on the Entrepreneurship Drivers for the Development of Future Real Estate-Entrepreneurs	239
6.4	Hypothetical Embedment of Entrepreneurship Concepts in the REM Core Courses Structure (Property Management and Valuation)	242



LIST OF FIGURES

1.1	Malaysian Education Blueprint 2013 -2025	2
1.2	Principal statistics of graduates in the labour force and employment competitiveness rate, Malaysia	3
1.3	Percentage distribution of unemployed graduates by selected field of study in Malaysia, 2012	5
1.4	Organisation of the thesis	19
1.5	Structure of the Thesis	20
2.1	Cognitive Theory for Entrepreneurship Education Assessment	30
2.2	Model of Entrepreneurship Education	35
2.3	Interconnectivity of the Challenges in Entrepreneurship Education	38
2.4	Common Objectives of the Entrepreneurship Education	39
2.5	Purpose of Entrepreneurship Education	40
2.6	Pedagogies for Entrepreneurship Learning Scale	43
2.7	Quadrants of Teaching Methods	44
3.1	MOHE Implementation Plan (MOHE-IP) for Development of Innovative Human Capital at Tertiary Level	55
3.2	Linking entrepreneurship education, attitude, perception and intention to self-employment	63
3.3	Entrepreneurship Opportunity Pursuit Model	65
3.4	Fayolle's Theory of Planned Behaviour Assessment Model	68
3.5	Three Components of Entrepreneurial Capacity	74
3.6	Entrepreneurship Event Model	98
3.7	Theory of Planned Behaviour	101
3.8	Research Theoretical Assessment Framework	105

4.1	A Nested Research Methodology	116
4.2	Philosophical Research Paradigm Positioning for Current Research	120
4.3	An Overview of the Research Design	122
4.4	Research sampling process within the research population	126
4.5	Preliminary Statistical Process for Multivariate Analysis	138
4.6	Structural Equation Modelling Statistical Procedure	144
5.1	Percentage Distribution of the Respondents in Selected Universities	148
5.2	Percentage Distribution of Respondents' Gender	149
5.3	Percentage Distribution of Respondents' Ethnicity	149
5.4	Percentage Distribution of Students' Entrepreneurship Education Participation and Work Experience	150
5.5	Initial Measurement Model for Entrepreneurship Education	175
5.5a	Final Measurement Model for Entrepreneurship Education	176
5.6	Initial Measurement Model for Course Content	177
5.6a	Final Measurement Model for Course Content	178
5.7	Initial Measurement Model for Teaching Methods	179
5.7a	Final Measurement Model for Teaching Methods	180
5.8	Initial Measurement Model for Assessment Methods	181
5.8a	Final Measurement Model for Assessment Methods	182
5.9	Initial Measurement Model for Entrepreneurial Capacity	183
5.9a	Measurement Model for Entrepreneurial Capacity	184
5.10	Initial Measurement Model for Attitude to Business Reality	185
5.10a	Final Measurement Model for Attitude to Business Reality	186
5.11	Initial Measurement Model for Perceived Value Creation	187
5.11a	Final Measurement Model for Perceived Value Creation	188
5.12	Initial Measurement Model for Subjective Norms	189
5.12a	Final Measurement Model for Subjective Norms	190
5.13	Initial Measurement Model for Self-Employment Intention	191
5.13a	Final Measurement Model for Self-Employment Intention	192

5.14	Validity test of the sub-constructs of Entrepreneurship Education	196
5.15	Validity test of the sub-constructs of Entrepreneurial Capacity	196
5.16	Correlation for the Entire Research Constructs	197
5.17	First Structural Measurement Model for Entire Research Constructs and Goodness-of-fitness for OBEEAM	199
5.18	Second Structural Measurement Model for Entire Research Constructs and Goodness-of-fitness for OBEEAM	200
5.19	Third (Final) Structural Measurement Model Presents Unstandardized Regression Coefficient for Entire Research Constructs	201
5.20	Third (Final) Structural Measurement Model Presents Standardized Regression Coefficient for Entire Research Constructs	202
5.21	The procedure for Testing Mediation in the Research Model	205
6.1	Integration of the Proposed OBEEAM and Entrepreneurship Drivers for the Development of Dynamic Future Real-Estate Entrepreneurs in the Malaysian Public Universities	241



LIST OF SYMBOLS AND ABBREVIATIONS

ABR	-	Attitude to Business Reality
AGFI	-	Adjusted Goodness-of-fit Index
AM	-	Assessment Methods
AMOS	-	Analysis of Moment of Structure
BOVAEAM		Board of Valuers Appraisers and Estate Agents, Malaysia
CC	-	Course Content
CFA	-	Confirmatory Factor Analysis
CFI	-	Comparative Fitness Index
Chisq/Df	-	Chi-square statistic/Degree of Freedom
CR	-	Critical Ratio
Df	-	Degree of Freedom
EC	-	Entrepreneurial Capacity
EE	-	Entrepreneurship Education
EFA	-	Exploratory Factor Analysis
GFI	-	Goodness of Fit Index
H ₁ to H ₃	-	Hypothesis (number)
HLIs	-	Higher Learning Institutions
MI	-	Modification Index
MIEA		Malaysian Institutes of Estate Agents
MOHE	-	Ministry of Higher Education, Malaysia
MOE		Ministry of Education
NFI	-	Normed Fit Index
OBEEM	-	Objecytive-Based Entrepeneurship Education Assessment Model
PBC	-	Percieved Behaviour Contol
P-value	-	Probability Value

PVC	-	Perceived Value Creation
REM	-	Real Estate Management
RMSEA	-	Root Mean Square Error of Approximate
SD	-	Standard Deviation
SE	-	Standard Error
SEI	-	Self-Employment Intention
SEM	-	Structural Equation Modeling
SMC	-	Squared Multiple Correlations
SN	-	Subjective Norms
SPSS	-	Statistical Package for Social Science
TLI	-	Tucker Lewis Index
TM	-	Teaching Methods
TPB	-	Theory of Planned Behaviour
UiTM	-	Universiti Teknologi Mara, Malaysia
UM	-	Universiti Malaya
UTHM	-	Universiti Tun Hussein Onn Malaysia
UTM	-	Universiti Teknologi Malaysia
α	-	Cronbach's Alpha
β	-	Standardized estimate
z	-	Critical Ratio value
\leq	-	Less than
\geq	-	Greater than

LIST OF APPENDICES

- Appendix A List of abbreviations in the thesis
- Appendix B Research questionnaire
- Appendix C Evidence of research publication from this study
- Appendix D VITA



CHAPTER 1

BACKGROUND AND GENERAL INTRODUCTION

1.1 Introduction

This chapter presents the background, the rationale for the research as well as the statement of the research problem. The aim and objectives outlined in accordance with the research questions. The research hypotheses postulated to give a clear direction for the study. In addition, the research's scope, significant and methodology were briefly discussed. Finally, definitions of terms, thesis structure outlined and concluded with the summary and links for the next chapter.

1.2 Background of the Research

Since the independence in 1957, Malaysian higher education has developed enormously and the last two decades have witnessed tremendous reformation in the educational sector. The transformation was in response to the global forces and trends in local socio-economic status (Othman et al., 2015). In an effort to reposition the Malaysian higher learning institutions (HLIs), the New Economic Model (NEM); Economic Transformation Plan (ETP); Government Transformation Plan (GTP); National Higher Education Strategic Plan (NHEAP 2007–2010) and; National Higher Education Action Plan (NHESP beyond 2020) were formulated (Grapragasem et al., 2014). The educational strategic plans as enablers within the context of national economic policies were drafted with the connotation of entrepreneurship education in the HLIs and as a change driver of growth for the Malaysian economy. This is to inspire creativity and fosters innovation; provides the

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